To Determine the Level of Job Satisfaction and Dissatisfaction among Scholars Working In Different Educational Sectors (Graduate Level) In N.C.R Region

[1]**Tushar Kumar**, [2]**Vibhor Goyal**, [3]**Ms. Namrata Jain**

[1,2,3]Assistant Professor
MBA, I.M.E College, Ghaziabad (U.P), India.

Abstract: **The concept of job satisfaction as defined by Locke (1976), is "a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences" Others have defined it as simply how content an individual is with his or her job; whether he or she likes the job or not. It is assessed at both the global level (whether or not the individual is satisfied with the job overall), or at the facet level (whether or not the individual is satisfied with different aspects of the job). Spector (1997) lists 14 common facets: Appreciation, Communication, Coworkers, Fringe benefits, Job conditions, Nature of the work, Organization, Personal growth, Policies and procedures, Promotion opportunities, Recognition, Security, and Supervision.**

A more recent definition of the concept of job satisfaction is from Hulin and Judge (2003), who have noted that job satisfaction includes multidimensional psychological responses to an individual's job, and that these personal responses have cognitive (evaluative), affective (or emotional), and behavioral components. Though there are various factors that contribute in inducing job-related satisfaction and dissatisfaction, in this paper an attempt is made to identify which factors most commonly cause job satisfaction or dissatisfaction in education institutes of NCR. Out of various identified satisfaction and dissatisfaction causing factors (by numerous researchers) few randomly factors are identified and analyzed arriving to result and conclusions.

Introduction and literature review

The concept of job satisfaction as defined by **Locke** (1976), is "a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences" Others have given the definition that it is how content an individual is with his or her job; whether he or she likes the job or not. It is assessed at both the global level (whether or not the individual is satisfied with the job overall), or at the facet level (whether or not the individual is satisfied with different aspects of the job). A more recent definition of the concept of job satisfaction is from **Hulin and Judge** (2003), who have pointed out that job satisfaction includes multidimensional psychological responses to an individual's job, and that these personal responses have cognitive (evaluative), affective (or emotional), and behavioral components. Affective job satisfaction represents an emotional feeling individual have about their job. Hence, **affective job** satisfaction for individuals reflects the degree of pleasure the job in general induces. **Cognitive job** satisfaction is a more objective and logical evaluation of various facets of a job. Cognitive job satisfaction can be unidimensional if it comprises evaluating just one facet of a job, such as pay or maternity leave, or multidimensional if two or more facets of a job are simultaneously evaluated. Job satisfaction can also be seen within the broader context of the range of issues which affect an individual's experience of work, or their quality of working life. Job satisfaction can be understood in terms of its relationships with other key factors, such as general well-being, stress at work, control at work, home-work interface, and working conditions.

Models of job satisfaction:

Affect theory

Edwin A. Locke's Range of Affect Theory (1976) is the most famous job satisfaction model. As per this theory the satisfaction is determined by a discrepancy between what one wants in a job and what one has in a job. Further, the theory states that how much one values a given facet of job will satisfy him more when it is met at the job positively or also negatively if not met, compared to person who doesn't value that facet of job.

Dispositional approach

The dispositional approach suggests that individuals vary in their tendency to be satisfied with their jobs, in other words, job satisfaction is to some extent an individual trait. This approach became a notable explanation of job satisfaction in light of evidence that job satisfaction tends to be stable over time and across careers and jobs. Research also indicates that identical twins raised apart have similar levels of job satisfaction.

A significant model that narrowed the scope of the dispositional approach was the Core Self-evaluations Model, proposed by **Timothy A. Judge, Edwin A. Locke, and Cathy C. Durham Judge** et al. argued that there are four Core Self-evaluations that

determine one's disposition towards job satisfaction: self-esteem, general self-efficacy, locus of control, and neuroticism. This model states that higher levels of self-esteem (the value one places on his/her self) and general self-efficacy (the belief in one's own competence) lead to higher work satisfaction. Believing one has control over her\his own life, as opposed to outside forces having control leads to higher job satisfaction. Finally, lower levels of neuroticism lead to higher job satisfaction.

Equity theory

Equity Theory shows how a person views fairness in regard to social relationships such as with an employer. A person identifies the amount of input (things gained) from a relationship compared to the output (things given) to produce an input/output ratio. They then compare this ratio to the ratio of other people in deciding whether or not they have an equitable relationship. Equity Theory suggests that if an individual think there is an inequality between two social groups or individuals, the person is likely to be distressed because the ratio between the input and the output are not equal.

Other psychologists have extended the equity theory, suggesting three behavioral response patterns to situations of perceived equity or inequity (Huseman, Hatfield, & Mile, 1987; O'Neil & Mone 1998). These three types are benevolent, equity sensitive, and entitled. The level by each type affects motivation, job satisfaction, and job performance.

1. Benevolent-Satisfied when they are under-rewarded compared with co-workers
2. Equity Sensitive-Believe everyone should be fairly rewarded
3. Entitled-People believe that everything they receive is their just due

Discrepancy theory

The concept of discrepancy theory is to explain the ultimate source of anxiety and dejection. An individual who has not fulfilled his responsibility feels the sense of anxiety and regret for not performing well. They will also feel dejection due to not being able to achieve their hopes and aspirations. According to this theory, all individuals will learn what their obligations and responsibilities are for a particular function, and if they fail to fulfill those obligations then they are punished. Over time, these duties and obligations consolidate to form an abstracted set of principles, designated as a self-guide. Agitation and anxiety are the main responses when an individual fail to achieve the obligation or responsibility. This theory also explains that if achievement of the obligations is obtained then the reward can be praise, approval, or love. These achievements and aspirations also form an abstracted set of principles, referred to as the ideal self-guide. When the individual fails to obtain these rewards, they begin to have feelings of dejection, disappointment, or even depression.

Two-factor theory (motivator-hygiene theory)

Frederick Herzberg's two-factor theory (also known as motivator-hygiene theory) attempts to explain satisfaction and motivation in the workplace. This theory states that satisfaction and dissatisfaction are driven by different factors – motivation and hygiene factors, respectively. An employee's motivation to work is continually related to job satisfaction of a subordinate. Motivation can be seen as an inner force that drives individuals to attain personal and organizational goals (Hoskinson, Porter, & Wrench, p. 133). Motivating factors are those aspects of the job that make people want to perform, and provide people with satisfaction, for example achievement in work, recognition, promotion opportunities. These motivating factors are considered to be intrinsic to the job, or the work carried out. Hygiene factors include aspects of the working environment such as pay, company policies, supervisory practices, and other working conditions.

Job characteristics model

Hackman & Oldham proposed the job characteristics model, which is widely used as a framework to study how particular job characteristics impact job outcomes, including job satisfaction. The five core job characteristics can be combined to form a motivating potential score (MPS) for a job, which can be used as an index of how likely a job is to affect an employee's attitudes and behaviors. Not everyone is equally affected by the MPS of a job. People who are high in growth need strength (the desire for autonomy, challenge and development of new skills on the job) are particularly affected by job characteristic.

Research Methodology

In this paper various factors leading to job satisfaction and dissatisfaction are selected based on the studies done by various researchers. The data acquired is both of primary and secondary type. **Though there are many more factors that could lead to satisfaction/dissatisfaction in employees, in this study few factors are picked and tested on the selected sample of respondents (60)** through a carefully designed questionnaire to identify the level of satisfaction/dissatisfaction in people (both the sexes) working **in the educational sector of NCR**. The sample size is considered to be **60** including both males and females. The data is represented with the help of tables and charts. The result is obtained and conclusion is arrived after thorough analysis. Various enumerators were used for data collection in this research paper. Also, the responses are indicated in percentage by allotting ranks based on the percentage response of the respondents respectively in the charts and tables below.

Tables and Charts

Table 1.1 (factors causing job satisfaction)

| S. No.	Factors	% of respondents saying yes	Rank Allotted
1.	Institutes provide with spacious work areas, lighting, I.t facilities	38	5
2.	Is more emphasis given on research rather than teaching	19	8
3.	Is the teaching load satisfactory	60	1
4.	Authority to choose course content as you see fit	52	2
5.	Is more responsibility given and along with it higher compensation	20	7
6.	Does the organization have lower political culture	38	5
7.	Is support available for writing teaching material.	52	2

Table 1.2 (Symptoms of having job dissatisfaction)

S. No.	Factors	% of respondents saying yes	Rank Allotted
8.	Find oneself browsing fb, taking online quizzes or chitchatting with coworkers more often	19	8
9.	Find oneself putting off doing tasks unconsciously avoiding them	19	8
10.	Arrive late and leave early from organization	5	10
11.	Feel the productivity has gone down	50	3
12.	Tending to do personal business during work time.	14	9
13.	Getting mildly irritable or angry with boss or coworkers	48	4
14.	Tend to exert least amount of effort in the organizational works.	33	6

Analysis

It is very evident from table 1.1 and 1.2 and chart 1.3 about 60% of the respondents have agreed that the institute **provide satisfactory teaching load** (allotted **rank 1**) leading to the job satisfaction. Respondents get ample time to manage their lecture and other related works concerning the institution. Also, respondents **ranked 2** the factors that **they are free to choose the course content of the subject they teach as they see fit** (52%) and they are provided with sufficient writing materials by the institutions. This factor contributes to their job satisfaction as they can devote more time in teaching and ordering the relevant material concerning their subject.

About 50% of the respondents stated **that comparatively their performance has gone down** because of excess pressure from the institution leading to job dissatisfaction as their esteem needs has got violated leading to job dissatisfaction (**ranked 3**). About 48% of the respondents feel that **they mildly get irritated or angry with their bosses** or co-workers clearly indicating the symptoms of job dissatisfaction. This factor was **ranked 4** by the respondents The **rank 5** was awarded to the factors **that the institutes provide facilities like spacious well-ventilated rooms, proper lightings and other facilities including information technology and also relatively lower prevalence of political environment (38%)** in the institution leading to their job contentment or satisfaction. About **33%** of the respondents feel that they **tend to exert least amount of efforts** in tasks allotted and expect them to go away with time (**rank 6**). This factor indicates clearly to their job dissatisfaction. Further about **20%** of the respondents stated that they are **given higher responsibilities at the institution and along with that a higher compensation (rank 7)** leading to greater job satisfaction and satisfaction of their esteem needs. **Rank 8 has been awarded to factors like finding oneself in browsing internet or chitchatting with coworkers, putting off work unconsciously avoiding them indicating job dissatisfaction** also similar ranking is given to the **factor of emphasizing more on research work then teaching which is highly job satisfying factor for scholars (19%).** 14% of the respondents agreed to tending to the taking of the personal business at workplace (**rank 9) and 5% agreed to the factor of arriving late and leaving early from work place (rank 10) , both indicating to their high level of job dissatisfaction.**

Chart 1.3.
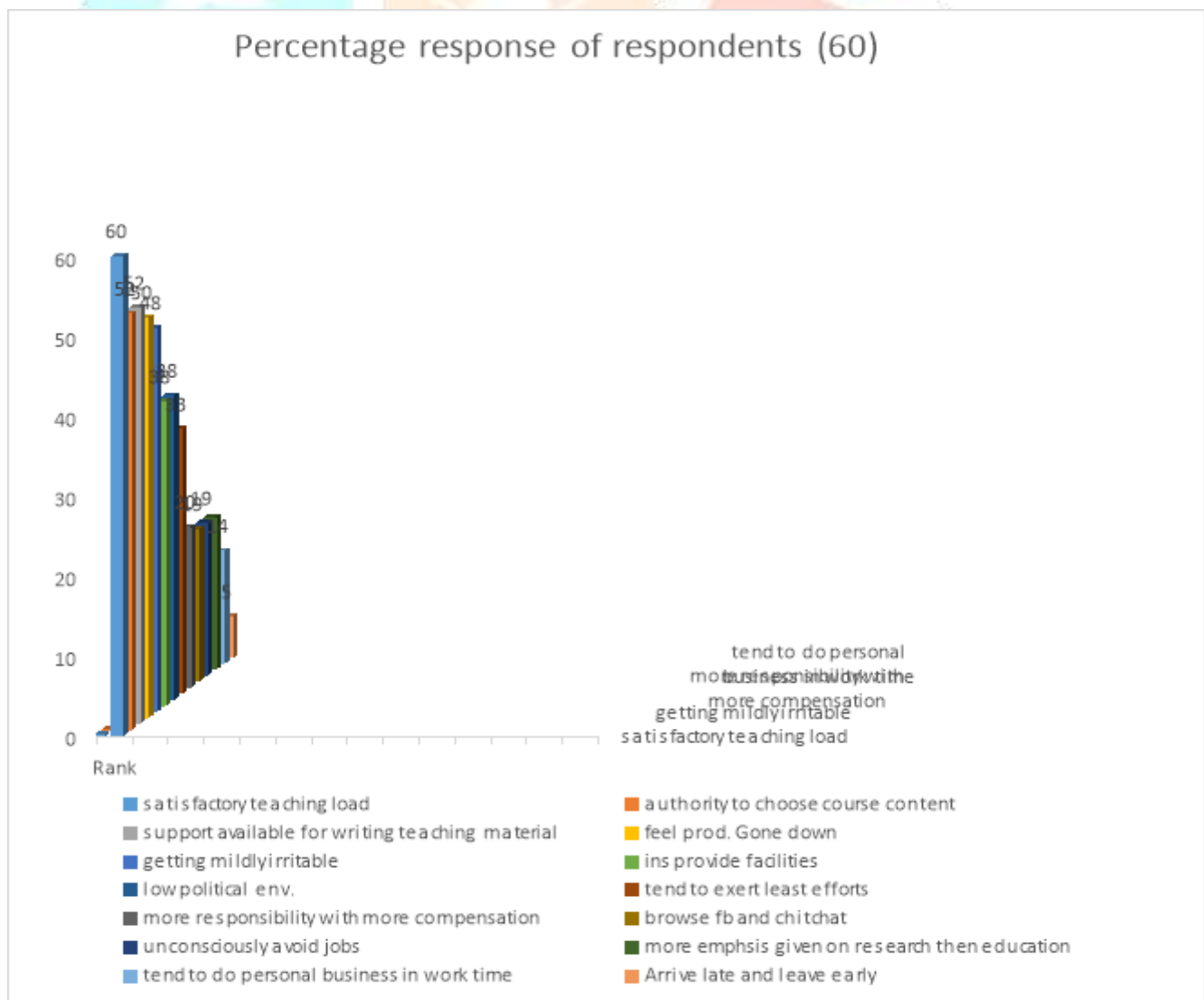
Results

1. About 60 % of the respondents are having **job satisfaction** because the teaching load provided to them are satisfactory and they get enough time in arranging and imparting knowledge concerning their subjects.

2. About 52% of the respondents have **job satisfaction** as they are able to choose the course content of their subject as seem fit to them. This would give them liberty to impart their accumulated knowledge about the subject fulfilling their esteemed needs. Also respondents are given full support to write the teaching material adding to their job satisfaction.

3. About 50 % of the respondents feel that their productivity has gone down which is a clear symptom of their **job dis satisfaction**.

Conclusion

We can conclude that as 50 % or more of the respondents have chosen the factors falling **majorly** under the **job satisfaction category i.e. satisfactory teaching load (60%), Choosing of the course content as seem fit (52%) and providence of ample support to write down the study material (52%)** compared to the **job dissatisfaction category ie feeling of their lower productivity at work place (50%)** ,it can be clearly stated that the people working in educational institutes (at graduation level) at NCR **have higher level of job satisfaction then dissatisfaction.**

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13.S. Schulze S. Schulze Department of Further Teacher Education School of Education University of South Africa Pretoria, South Africa e-mail: schuls@unisa.ac.za

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